

BRIEFING PAPER

SUBJECT: SOUTHAMPTON SEND OUTREACH SERVICE

DATE: 14 JANUARY 2015

RECIPIENT: SCHOOLS FORUM

THIS IS NOT A DECISION PAPER

SUMMARY:

The attached proposal sets out a way the key elements of current outreach support to mainstream schools can be re-shaped to deliver an integrated service, delivering the proposed DSG savings for 2015/16, but requiring a reduction in the proposed savings for 2016/17.

BACKGROUND and BRIEFING DETAILS:

These are set out in detail in Appendix 1

RESOURCE/POLICY/FINANCIAL/LEGAL IMPLICATIONS:

This proposal delivers the £300k savings in 2015/16 previously identified, but delivers only £400k of the £600k proposed saving in 2016/17. It is proposed that the £200k shortfall in proposals for 2016/17 is subject to a further proposal to Schools Forum at a later date

OPTIONS and TIMESCALES:

The alternative to this proposal would be an entirely traded Outreach service, which those schools most in need of support are least likely to have the resources to pay for an entirely traded service. It is also questionable as to whether the Special Schools providing Outreach support would be able to carry the financial risks of an entirely traded service.

Appendices/Supporting Information:

Appendix 1 contains details of the proposed service

Further Information Available From:

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Appendix 1

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Outreach Advisory Service for SEND

Aims:

- To provide support and challenge for primary and secondary schools in relation to school improvement and outcomes for children with SEND.
- To provide a flexible and joined up outreach service that responds to the overlapping needs of the individual child/student and ensures early intervention.
- To increase the capacity of mainstream schools to develop inclusive practice for pupils with SEND.
- To increase the capacity of mainstream schools to secure and demonstrate the progress of pupils with SEND through rigorous assessment, target setting and tracking.
- To provide problem solving support via PHIG
- To provide opportunities for mainstream staff to observe best practice in relation to SEND.

Principles behind referral process and access to service:

- To provide one joined up outreach service, led and managed by Springwell School.
- To provide a free basic entitlement to all schools as part of the local offer.
- To enable schools to drive decision making about prioritisation of referrals.
- To ensure all schools have access to early intervention for identified pupils.
- To provide layers of support to meet the different needs of pupils and schools
- To provide a flexible range of charges to meet the needs of schools accessing support

Accountability:

- Focus on inclusion at SMG for all schools
- Additional focus on effective use of outreach advice for those schools receiving a free service

Monitoring, Evaluation and Review

The proposed model will be reviewed annually against performance indicators to ensure service capacity, quality and impact.

SERVICES PROVIDED IN YEAR 1

1. **Free** Core Service
2. **Charged** enhanced and intensive services
3. Commissioned Services

LEVEL OF SUPPORT	DETAILS OF SUPPORT PACKAGE	ELIGIBILITY CRITERIA
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<p>LEVEL 1 FREE CORE SERVICE AS PART OF THE LOCAL OFFER</p>	<p>-Case referral problem solving via PHIG -Assessment and consultation with Outreach Teacher, written report and recommendations for provision. -Up to 6 weekly visits where appropriate, including:</p> <ul style="list-style-type: none"> • direct work with pupil • consultation with staff • visit records • review meeting with further recommendations • written exit report. 	<p>-Up to 3 referrals per year (one per term) for primary and secondary schools as appropriate. Priority given to pupils in Yr R with an EHC or undergoing integrated assessment. -Additional referrals per year for primary and secondary schools in category 3 or below as appropriate - LA directed work according to service capacity, focusing on whole school intervention -Pupils moving into Southampton from outside the city where appropriate -Pupils on a managed move where appropriate</p> <p><i>*Additional pupils can be bought in by schools</i></p>
<p>LEVEL 2 CHARGED ENHANCED SERVICE</p>	<p>-Following receipt of Level 1, three half termly visits with review and written report</p>	<p>Available to all schools at a charge</p>
<p>LEVEL 3 CHARGED INTENSIVE SERVICE</p>	<p>Intensive support for fixed term: -0.5 week -Full time per week</p>	<p>Available to all schools at a charge</p>
<p>CHARGED ADDITIONAL SERVICES</p>	<p>-Whole school strategic advice and training -Whole School Systems Check for SEND -Consultation visit with written report -Resource making mornings -Visitor mornings -Twilight/Half day and Full day training or consultancy support -Year 6/7 Transition Package</p>	<p>Available to all schools at a charge</p>

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STRENGTHS OF PROPOSED MODEL	LIMITATIONS/BARRIERS/QUESTIONS
<ul style="list-style-type: none">• One route for referrals only.• Large proportion of time allocated to direct work with pupils• Accessible to all schools• Schools able to drive decision making• Cases problem solved by a team of professionals at PHIG• Development of capacity of service to work directly with pupils e.g. behaviour• Signposting schools to other services where appropriate• Built in review allowing for changes to model as needed• Outreach Manager present at PHIG to inform decision making through knowledge of schools, previous referral history, current capacity etc.• Centrally housed data and services/resources to promote inclusion.	<p>The following requires further clarification:</p> <ul style="list-style-type: none">• Role of PHIG• Accountability of schools• Role of SMG• Funding after Year 1 e.g. top slicing DSG/SLA?